



Curriculum Modifications & Adaptations

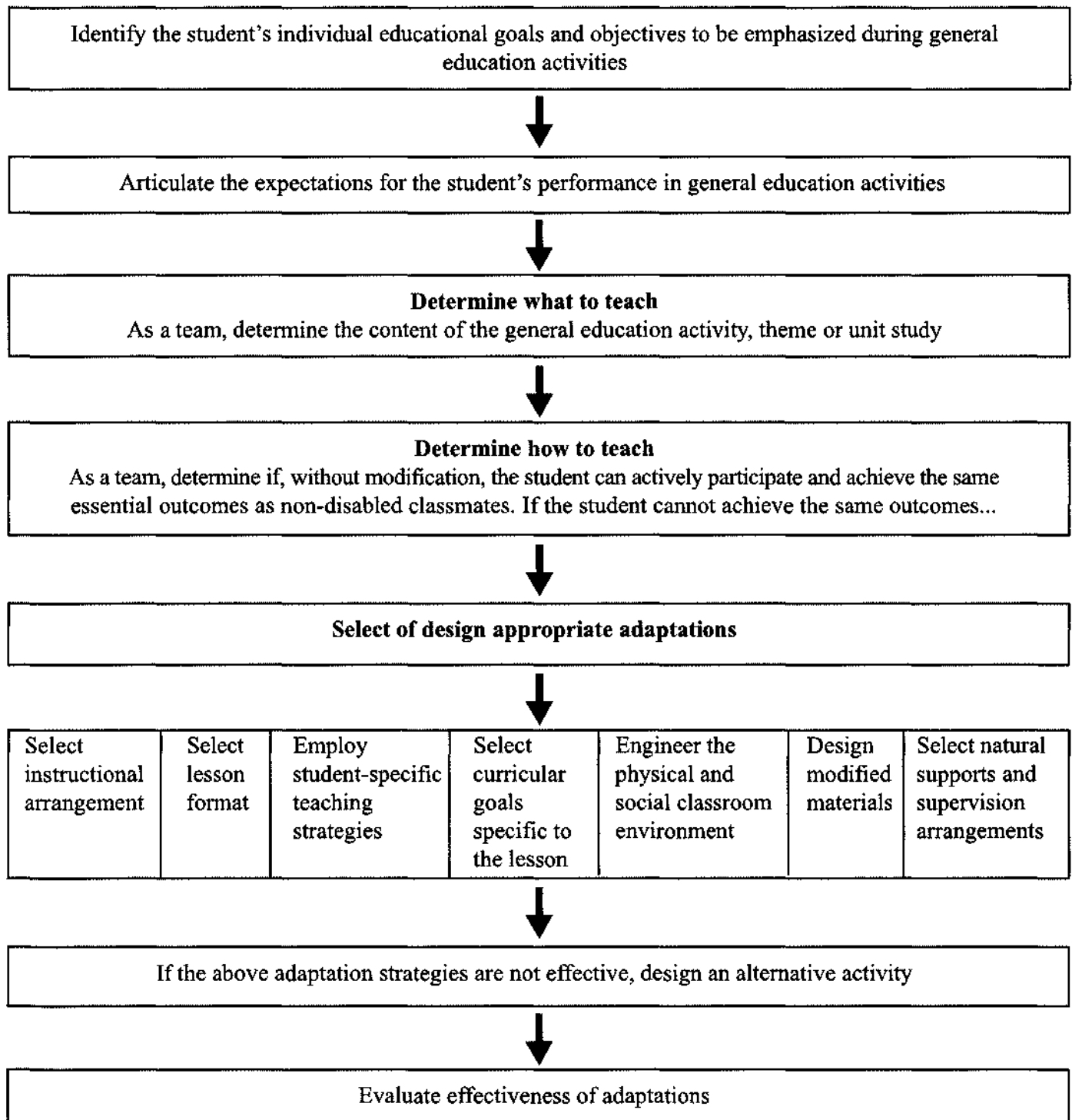
There is no recipe for adapting general education curriculum to meet each student's needs. Each teacher, each student, each classroom is unique and adaptations are specific to each situation.

Keep in mind that curriculum does not always need to be modified. By providing multi-level instruction you will find that adapting a lesson may not always be necessary. Differentiating instruction and providing multiple ways assess allows more flexibility for students to meet the standards and requirements of the class. At other times, the curriculum can be made more accessible through accommodations. In addition, supports for one student may not necessarily be the same in all situations, e.g., a student who needs full time support from a paraprofessional for math may only need natural supports from peers for English, and no support for art. And, supports should not be determined by the disability label, instead supports should be used when the instructional or social activity warrants the need for assistance. (Fisher and Frey, 2001).

The forms and examples on the following pages provide information about curriculum and types of adaptations that could be considered in developing the appropriate strategy for a particular student. Examples are provided for both elementary and secondary levels.

A Curricular Adaptation and Decision-making Process

This decision-making flowchart can be used to conceptualize the process of selecting and implementing curricular adaptations. It should be used as a tool for a team in determining an individual student's needs.



A Curricular Adaptation and Decision-making Model

Examine the Structure of the Instruction

1. Can the student actively participate in the lesson without modification? Will the same essential outcome be achieved?
2. Can the student's participation be increased by changing the instructional arrangement?
From traditional arrangements to:
 - Cooperative groups
 - Small groups
 - Peer partners
 - Peer or cross-age tutors
3. Can the student's participation be increased by changing the lesson format?
 - Interdisciplinary/thematic units
 - Activity-based lessons, games, simulations, role-plays
 - Group investigation or discovery learning
 - Experiential lessons
 - Community-referenced lessons
4. Can the Student's participation and understanding be increased by changing the delivery of instruction or teaching style?

Examine the Demands and Evaluation Criteria of the Task

5. Will the student need adapted curricular goals?
 - Adjust performance standards
 - Adjust pacing
 - Same content but less complex
 - Similar content with functional/direct applications
 - Adjust the evaluation criteria or system (grading)
 - Adjust management techniques

Examine the Learning Environment

6. Can the changes he made in the classroom environment or lesson location that will facilitate participation?
 - Environmental/physical arrangements

- Social rules
- Lesson location

Examine the Materials for Learning

7. Will different materials be needed to ensure participation?
- Same content but variation in size, number, format
 - Additional or different materials/devices
 - Materials that allow a different mode of input
 - Materials that allow a different mode of output
 - Materials that reduce the level of abstraction of information

Examine the Support Structure


8. Will personal assistance be needed to ensure participation?
- From peers or the general education instructor?
 - From the support facilitator'?
 - From therapists'?
 - From paraprofessionals?
 - From others?


Arrange Alternative Activities that Foster Participation and Interaction

9. Will a different activity need to be designed and offered for the student and a small group of peers?
- In the classroom
 - In other general education environments
 - In community-based environments

Curriculum Adaptations

It is important to correlate adaptations with the IEP. In other words, we are not adapting for adaptations sake but, to meet the student's needs as identified on an IEP.

<p>a. Curriculum as is. This is the type we forget most frequently. We need to constantly be looking at the general education curriculum and asking if the students on IEPs may gain benefit from participating in the curriculum as is. We need to keep in mind that incidental learning does occur. Curriculum as is supports outcomes as identified in standard curriculum.</p>	<p>Move in this direction only when necessary</p> 
<p>b. Different objective within the same activity and curriculum. The student with an IEP works with all the other students in the classroom participating in the activity when possible but, with a different learning objective from the other students. This is where the principle of partial participation fits. Examples include.</p> <ul style="list-style-type: none"> • A student with a short attention span staying on task for 5 minutes. • Using a switch to activate a communication device to share during a class discussion. • Expressing one's thoughts by drawing in a journal instead of writing. • Holding a book during reading time. • Understanding the effect World War II has on the present rather than knowing the names and dates of key battles. 	
<p>c. Material or environmental adaptations. The material or environmental changes are utilized so that participation in the general education curriculum by the student with the IEP may occur. Examples include:</p> <ul style="list-style-type: none"> • 5 spelling words from the weekly list instead of the standard 20. • Completing a cooking assignment by following picture directions rather than written directions • Changing the grouping of the class from large group to small groups (possible with the additional support staff). • Changing the instructional delivery from lecture to the cooperative learning format • Using a computer to write an assignment instead of paper and pencil. • Reading a test to a student. • Highlighting the important concepts in a textbook. • Having the student listen to a taped textbook. • Using enlarged print • Using an assistive technology device • Using visual cues such as picture and/or word schedules for those who have difficulty staying on task. • Using a note taking guide listing the key concepts during a lecture. 	

<p>d. Providing Physical assistance. Assistance from another person may be needed for a student to participate in a classroom activity. If possible, it is better to use natural supports (peers) as these will be the people always present in the student's life. If the use of peers is not possible, then either the support teacher, the paraprofessional, the classroom teacher, the classroom aide, or a parent volunteer may provide the assistance. Most peers and staff will need training in the correct way of providing physical assistance. In addition, we need to keep in mind the principle of partial participations. Examples include:</p> <ul style="list-style-type: none"> • Starting a computer for an student with an IEP to use. • Guiding a hand during handwriting. • Assisting in activating a switch. • Completing most of the steps of an activity and having a student with an IEP do the remainder • Pushing a student in a wheelchair to the next activity. 	<p>Move in this direction only when necessary</p> 
<p>e. Alternative/substitute curriculum. This is sometimes referred to as functional curriculum as it usually involves the acquisition of "life skills." The decision to use alternative/substitute curriculum is a major change and needs to be reflected on the IEP. This decision should be carefully made after weighing all of the pros and cons of using an alternative curriculum. The alternative curriculum may or may not take place in the general education classroom. Examples include:</p> <ul style="list-style-type: none"> • Community-based instruction (which all students may benefit from!) • Learning job skills in the school cafeteria. • Learning how to use a communication device. • Doing laundry for the athletic department • Learning cooking/grooming skills at the home. 	

Overlap does occur among the five types of curriculum adaptations.

Nine Types of Adaptions

Input

Adapt the way instruction is delivered to the learner.

For example:

Use different visual aids; plan more concrete examples; provide hands-on activities; place students in cooperative groups.

Output

Adapt how the learner can respond to instruction

For example:

Allow a verbal vs. written response; use a communication book for students; allow students to show knowledge with hands-on materials.

Time

Adapt the time allotted and allowed for learning, task completion or testing.

For example:

Individualize a timeline for completing a task; pace learning differently (increase or decrease) for some learners.

Difficulty

Adapt the skill level, problem type, or the rules on how the learner may approach the work.

For example:

Allow a calculator for math problems; simplify task directions; change rules to accommodate learner needs.

Level of Support

Increase the amount of personal assistance with specific learner.

For example:

Assign peer buddies, teaching assistants, peer tutors or cross-age tutors.

Size

Adapt the number of items that the learner is expected to learn or compete.

For example:

Reduce the number of social studies terms a learner must learn at any one time.

Degree of Participation

Adapt the extent to which a learner is actively involved in the task.

For example:

In geography, have a student hold the globe, while others point out the locations.

Alternate Goals

Adapt the goals or outcome expectations while using the same materials.

For example:

In social studies, expect one student to be able to locate just the states while others learn to locate capitals as well.

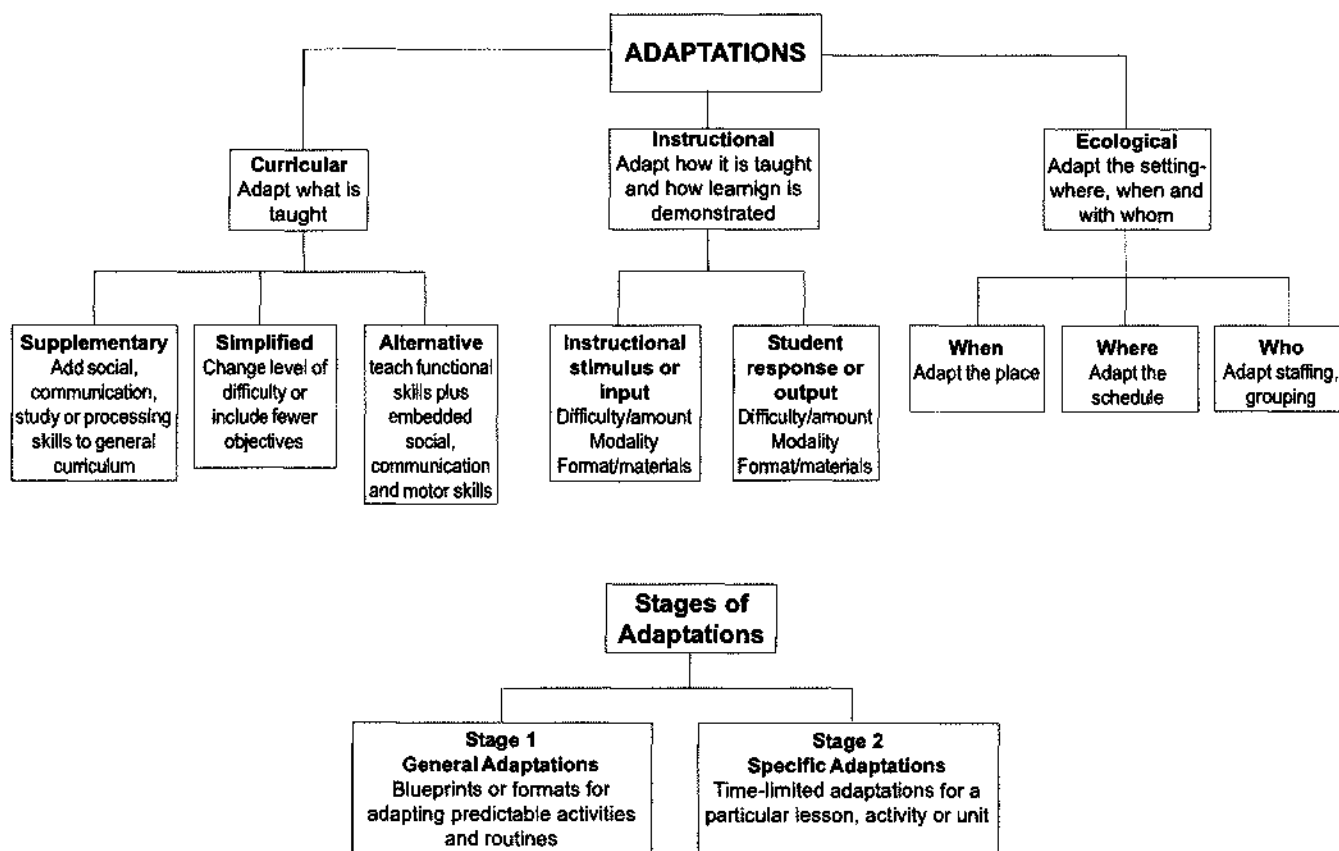
Substitute Curriculum

Provide the different instruction and materials to meet a learner's individual goals.

For example:

Individualize a timeline for completing a task; pace learning differently (increase or decrease) for some learners.

Adaptations



Creating Ways to Adapt Familiar Lessons - Elementary

1. Select the subject area (and grade level) to be taught:

reading math science social studies writing music health P.E. art

Grade Level:

2. Select the lesson topic to be taught (on one day):

3. Briefly identify the *curricular* goal for most learners: By the end of this class, most students will know

.....
.....

4. Briefly identify the *instructional* plan for most learners: As teacher, I will

.....
.....

5. Identify the name(s) of the learner(s) who will need adaptations in the curriculum or instructional plan:

.....

6. Now use "Nine Types of Adaptations" as a means of thinking about some of the ways you could adapt what or how you teach to accommodate this learner in the classroom for this lesson.

Input	Output	Time
Difficulty	Level of Support	Size
Degree of Participation	Alternate Goal	Substitute Curriculum

SAMPLE FORM

Creating Ways to Adapt Familiar Lessons - Elementary

1. Select the subject area (and grade level) to be taught:

reading math science social studies writing music health P.E. art

Grade Level:4.....

2. Select the lesson topic to be taught (on one day): **Vocabulary comprehension**

3. Briefly identify the curricular goal for most learners: By the end of this class, most students will know
....the meaning of new vocabulary words from their story.....

4. Briefly identify the instructional plan for most learners: As teacher, I will **ask students to complete a matching activity in which they match words and definitions on paper. The students will also choose one word and write a sentence using the word on the bottom of their paper.**

5. Identify the name(s) of the learner(s) who will need adaptations in the curriculum or instructional plan: **Kim**

6. Now use "Nine Types of Adaptations" as a means of thinking about some of the ways you could adapt what or how you teach to accommodate this learner in the classroom for this lesson.

Input Place students in cooperative groups and divide the task between group members. Each member teaches their vocabulary work to team members.	Output Allow the student to record all or part of the assignment on tape.	Time Ask the student to complete the assignment at home and return it the next day.
Difficulty Select different vocabulary words for the student to learn; words that are less difficult or in some cases more difficult.	Level of Support Ask a classmate, peer tutor or teaching assistant to assist in completing the assignment.	Size Select fewer (or more) words for the student to learn, but leave the assignment the same as for other students.
Degree of Participation Ask the student to check classmates' definitions against an answer key.	Alternate Goal Set the goal as being to write the words only, or being able to pronounce the words, or just listening to the words and definitions.	Substitute Curriculum Choose a different story for the student to read and identify one or several words the learner needs to know.

Creating Ways to Adapt Familiar Lessons - Secondary

1. Select the subject area (and grade level) to be taught:

math science history literature business P.E. fine arts health

Grade Level:

2. Select the lesson topic to be taught (on one day):

3. Briefly identify the *curricular* goal for most learners: By the end of this class, most students will know

.....

.....

4. Briefly identify the *instructional* plan for most learners: As teacher, I will

.....

.....

5. Identify the name(s) of the learner(s) who will need adaptations in the curriculum or instructional plan:

.....

6. Now use "Nine Types of Adaptations" as a means of thinking about some of the ways you could adapt what or how you teach to accommodate this learner in the classroom for this lesson.

Input	Output	Time
Difficulty	Level of Support	Size
Degree of Participation	Alternate Goal	Substitute Curriculum

SAMPLE FORM

Creating Ways to Adapt Familiar Lessons - Secondary

1. Select the subject area (and grade level) to be taught:

math science history literature business P.E. fine arts health

Grade Level: 10.....

2. Select the lesson topic to be taught (on one day): **Concept comprehension**

3. Briefly identify the *curricular* goal for most learners: By the end of this class, most students will be able to define and explain the relevance of five concepts from their text chapter.

4. Briefly identify the *instructional* plan for most learners: As teacher, I will ask the students to read the chapter, identify five key concepts and write a short paragraph describing each concept they have chosen.

5. Identify the name(s) of the learner(s) who will need adaptations in the curriculum or instructional plan:

John

6. Now use "Nine Types of Adaptations" as a means of thinking about some of the ways you could adapt what or how you teach to accommodate this learner in the classroom for this lesson.

Input Provide a review of the chapter prior to having the student complete the written work.	Output Allow the student to use a tape recorder to dictate the assignment instead of having to write the answers.	Time Allow the student an extra day to complete the task either in study hall or at home.
Difficulty Identify the key concepts for the student but keep the remainder of the assignment the same.	Level of Support Place the students in cooperative groups to complete this assignment. Group members can assist the student with reading or writing.	Size Select fewer or more concepts for the student to learn, but leave the assignment the same as for other students.
Degree of Participation Ask the student to pick out related books from the library that will provide supplementary information for classmates.	Alternate Goal Set the goal as being to write the key concept words only, or being able to pronounce the words, or just listening to the words and descriptions.	Substitute Curriculum During this lesson the student can work on keyboarding skills in the computer lab.

(Elementary)

Thematic Lesson Plan

School Name	Class	Unit
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Student Name: Age: Grade: Parent/Guardian: Classroom Teacher: Inclusion Support Teacher:	Room:
Phone:	

Major standards, objectives and expectations for the unit

Materials, books, media, worksheets, software, etc.	Items requiring accommodations and/or modifications
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Instructional arrangements: time and opportunities for large group, small group, co-op group, learning centers, individual activities, non-classroom instruction. Does it change day to day? Explain	Items requiring accommodations and/or modifications
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Projects, supplemental activities, and homework	Items requiring accommodations and/or modifications
---	---

Assessment(s) and final products: Summarize actual student performance (attach examples as appropriate) on the reverse.	Items requiring accommodations and/or modifications
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SAMPLE FORM

Thematic Lesson Plan

School Name Palm View Elementary	Class Social Studies	Unit More Alike Than Different
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Student Name: Corey Santos

Room: 21

Age: 8

Grade: 2

Parent/Guardian: Ms. Anita Santos Phone: 555-5432

Classroom Teacher: Mr. Sean Garrett

Inclusion Support/Teacher: Ms. Tangela Hunter

Major standards, objectives and expectations for the unit

1. Understand why personal and civic responsibility are important.
2. Understand the cultural traditions and contributions of various societies and groups.
3. Display appreciation of diversity in our society, including cultural, gender, and ability.

Materials: Books, media, worksheets, software, etc.

1. Children's books on topic
2. "Chocolates" posterboard (Activities for a Diverse Classroom)
3. Family interview questions
4. Slides and overheads

1. Some books on tape
2. Highlighted posterboard
3. Folder questions - done on audio tape

Instructional arrangements: This unit will include role playing, group projects, group reading, and family interviews. Students will be working in groups of 4-5.

1. Large group for read aloud
2. Interactive lessons using various media
3. Cooperative groups to complete Hyperstudio project
4. Small group for chocolate activity

2. Modify if necessary
3. Paraprofessional assistance with computer

Projects, supplemental activities and homework

1. "Box of Chocolates" activity (Activities for a Diverse Classroom)
2. Hyperstudio group project: Are We More Alike Than Different?
3. Homework - family interview

1. Highlight posterboard of key points
2. Select task items at student's instructional level
4. Provide word bank or magazine pictures

Assessment: List and final products: Hyperstudio project, family interview, and chocolate activity.

1. Completion of group activities
2. Rubric for Hyperstudio presentation
3. Family interview

1. Assess on use of language
2. Modify rubric

SAMPLE FORM

Thematic Lesson Plan

School Name Palm View Elementary	Class Language Arts	Unit One Book, Two Book, Red Book, Blue Book: Author Study of Dr. Seuss
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Student Name: Corey Santos

Room: 21

Age: 8

Grade: 2

Parent/Guardian: Ms. Anita Santos Phone: 555-5432

Classroom Teacher: Mr. Sean Garrett

Inclusion Support Teacher: Ms. Tangela Hunter

Major standards, objectives and expectations for the unit

1. Increase comprehension by rereading, retelling, and discussion.
2. Determine the main idea in nonprint communication.
3. Write, question, and make observations about familiar topics, stories, and new experiences.
4. Recognize personal preferences in literature.

Materials, books, media, worksheets, software, etc. 1. Dr. Seuss books; 2. Formatted reflective journal; 3. Summary sheet to be completed on each book; 4. Family response journal (homework); 5. video versions of Dr. Seuss books; 6. Computer - Clarisworks program; 7. Biographical source materials

Items requiring accommodations and/or modifications:

2. Pictures available for use in journal
6. Picture vocabulary writing program
7. Taped readings of source material

Instructional arrangements: Time and opportunities for large group, small group, co-op groups, learning centers, individual activities, non-classroom instruction. Does it change day to day? Explain:

1. Large group for K-W-L chart; 2. Large group read aloud;
3. Read-write-pair-share; 4. Individual journal writing;
5. Partner research in media center; 6. Concept web of themes; 7. Small group editing

Items requiring accommodations and/or modifications:

1. Preview for prior knowledge
3. Picture schedule of activity
4. Design with sentence stems
5. Create list of materials to locate
6. Pictures for web
7. Picture checklist of process

Projects, supplemental activities and homework

1. Read 2 books-parent and child write in response journal (homework); 2. Choose 4 books from list (one must be a video), analyze for common themes; 3. Analyze for a kindergarten, then read aloud to him or her

Items requiring accommodations and/or modifications:

1. Parent tips for activity
2. Assistance in selecting books

Assessment(s) and final products: Summarize actual student performance. Attach examples as appropriate on the reverse.

1. Reflective journal entries
2. Author project rubric of presentation
3. Self-assessment of kindergarten reading
4. Portfolio selection

Items requiring accommodations and/or modifications:

2. Reduce rubric to focus on thematic analysis
3. Use pictures to support self-assessment

SAMPLE FORM (Secondary)

<i>Academic Unit Lesson Plan</i>		
School Name	Class	Unit
<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> Student Name Age: Grade: Parent/Guardian: Advocate Teacher: Classroom Teacher: </div> <div style="width: 45%; text-align: right;"> Class Schedule: Room: Phone: </div> </div>		
<div style="display: flex;"> <div style="width: 60%; padding: 5px;">Major standards, objectives and expectations for the unit</div> <div style="width: 40%;"></div> </div>		
<div style="display: flex;"> <div style="width: 60%; padding: 5px;">Materials: books, media, worksheets, software, etc.</div> <div style="width: 40%; padding: 5px;">Items requiring adaptations and/or modifications</div> </div>		
<div style="display: flex;"> <div style="width: 60%; padding: 5px;"> Instructional arrangements: Time and opportunities for large group, small group, or up group learning centers, individual activities, and classroom instruction. Does it change day to day? Explain. </div> <div style="width: 40%; padding: 5px;">Items requiring adaptations and/or modifications</div> </div>		
<div style="display: flex;"> <div style="width: 60%; padding: 5px;">Projects, supplemental activities, and homework</div> <div style="width: 40%; padding: 5px;">Items requiring adaptations and/or modifications</div> </div>		
<div style="display: flex;"> <div style="width: 60%; padding: 5px;"> Assessments and final products: Summarize actual student performance (attach examples as appropriate) on this report. </div> <div style="width: 40%; padding: 5px;">Items requiring adaptations and/or modifications</div> </div>		

(Example for student Kelley Glass)			Academic Unit Lesson Plan	
School Name	Class	Unit		
Central	Biology	The Cell		
Student Name: Kelley Glass Age: 15 Grade: 10 Parent/Guardian: Ms. Rebecca Glass Phone: 555-1212 Advocate Teacher: Mr. David Porter Classroom Teacher: Ms. Jeanita Fouche			Class Schedule: Block 1: Math Block 2: English Block 3: Biology Block 4: World Geography Block 5: 3-D Art	
			Room 2-2 148 100 150 17	
Major standards, objectives and expectations for the unit 1. Students will understand the structure and function of the cell. 2. Students will identify the parts of the cell. 3. Students will identify how cells are organized in multi-cellular organisms.				
Materials, books, media, worksheets, software, etc. 1. Book: Modern Biology 2. Educational videotapes related to chapter contents 3. Art supplies for cell projects 4. Chapter worksheets 5. Primary source: Science magazine article on the cell 6. Local biology professor to discuss current research on cells			Items requiring adaptations and/or modifications 1. Order textbook from publisher on cassette. 4. Modify worksheets to emphasize key points of chapters. 5. Record science magazine article on audio tape.	
Instructional arrangements. Time and opportunities for large group, small group, or group learning centers, individual activities, non-classroom instruction. Does it change day to day? Explain.			Items requiring adaptations and/or modifications	
1. Large group instruction with overheads to introduce the cell 2. Small groups to complete labs, worksheets, mind map, and chapter review 3. Two cell labs will be completed in partners (onion skin & Jell-O) 4. Individual time to complete illustrated vocabulary			1. Copy of teacher's overhead transparencies given to student 1. Peer takes notes and highlights key points; student types on to computer for both 2. Use of "Read, write, pair, share" strategy (see description on page 12) as chapter review	
Projects, supplemental activities, and homework 1. Homework: Complete vocabulary, bring in Jell-O cell food items 2. "Design a cell" and "Parts of the cell" group projects & presentations 3. Write-up for each completed lab with illustrations			Items requiring adaptations and/or modifications 1. Magazine pictures to illustrate the meaning of vocabulary words 3. Lab Write-up sheet completed with peer using computer graphics & illustrations to supplement write-up	
Assessment and final products. Summarize actual student performance (attach examples as appropriate) on the reverse.			Items requiring adaptations and/or modifications 3. Chapter test read orally with additional time given, reducing the number of options for multiple choice questions to focus on major concepts, and providing options for short answer questions	

SAMPLE FORM

School Name		Class	Unit
Central		Sophomore English	Of Mice and Men
Student Name: Kelley Glass		Class Schedule:	
Age: 15		Room:	
Grade: 10		Block 1: Math 22	
Parent/Guardian: Ms. Rebecca Glass Phone: 555-1212		Block 2: English 147	
Advocate Teacher: Mr. David Porter		Block 3: Biology 10	
Classroom Teacher: Mr. Sam Moore		Block 4: World Geography 150	
		Block 5: 3-D Art 19	
Major standards, objectives and expectations for the unit			
<ol style="list-style-type: none"> 1. Students will evaluate their beliefs related to prejudice and diversity. 2. Students will learn about the plight of the migrant farm worker. 3. Students will learn about the times during the Depression and the time period in which Steinbeck did his writing. 			
Materials, books, media, worksheets, software, etc.		Items requiring adaptations and/or modifications	
<ol style="list-style-type: none"> 1. Copy of the short story "The Circuit" by Francisco Jimenez 2. Copy of the novel <i>Of Mice and Men</i> by John Steinbeck 3. Worksheets for each of the six chapters 4. Video of the book <i>Of Mice and Men</i> 5. Video camera 6. "I Am" poem to use with "The Circuit" 7. "Open Mind" worksheet (see activity under Projects) 8. Circle of Friends worksheet (see activity under Projects) 		<ol style="list-style-type: none"> 1. Audiocasetape recorder of the short story "The Circuit" 2. Audiocasetape recorder of the novel <i>Of Mice and Men</i> 3. Reformatted chapter summary worksheets and comprehension questions using outlines, pictures, or yes/no format 	
Instructional arrangements. Time and opportunities for large group, small group, co-op group, learning centers, individual activities, nonclassroom instruction. Does it change day to day? Explain:		Items requiring adaptations and/or modifications	
<ol style="list-style-type: none"> 1. Large group instruction for introduction of the time period, Steinbeck, the Depression and migrant farm workers; use of opening question in Socratic dialogue format: Am I my brother's keeper? 2. Small groups for "I Am" poem for "The Circuit" 3. Student pairs to complete worksheets 4. Large group presentation for trial for George (with every student having a part in the trial) 		<ol style="list-style-type: none"> 1. Peer takes notes in class, student types notes on computer for both 	
Projects, supplemental activities, and homework		Items requiring adaptations and/or modifications	
<ol style="list-style-type: none"> 1. Class completes chapter worksheets 2. "I Am" poem on short story "The Circuit". Students complete outline of poem format that includes descriptive phrases, parallel structure within lines, and constructive thinking 3. Simulated trial of George for killing Lennie 4. Homework: rehearse roles in trial, some reading of novel at home 5. Illustration of vocabulary words 6. "Open Mind" activity: students fill in thoughts from the perspective of specified characters 7. Circle of Friends activity: students complete circular diagram to identify their relationships with family and friends; students complete similar diagram for Lennie's character (from <i>Of Mice and Men</i>) 		<ol style="list-style-type: none"> 1. Reformatted worksheets completed on the computer with the peer tutor. 2. Give options for responses for completing poem (3 choices for each line of the poem) 3. Listen to audiocassette and/or family members read book. 4. Rehearse part in play with picture cue cards. 5. Word bank to use for completing "Open Mind" activity 	
Assessment(s) and final products. Summarize actual student performance (attach examples as appropriate) on the reverse.		Items requiring adaptations and/or modifications	
<ol style="list-style-type: none"> 1. Trial presentation/videotaped 2. Objective test 3. Evaluative essay 		<ol style="list-style-type: none"> 2. Test read orally to student by peer tutor. Choices for answers are limited in number. 3. With assistance from peer, complete the essay outline using computer. Create a pictorial collage to represent the themes of each section of the outline. 	